Myanmar Red Cross Society
Baseline Survey – Appendices

Enhancing Disaster Safety in Vulnerable Communities and Schools in Myanmar

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Appendix 1: Village Profiles

Village – Ta Mar Ta Kaw

1. Village name Ta Mar Ta Kaw
2. Village tract name Ta Mar Ta Kaw
3. Township name Dedaye
4. District name Pyapon
5. Number of households 325
6. Population

Male	Female	Total
619	667	1286

7. School, students, teachers

No. of students			No. of Teachers			Type of school	School building type	Building construction date
Male	Female	Total	Male	Female	Total			
139	158	297	0	8	8	Sub-middle	Brick, Reinforced Concrete	2008-2009

8. Disaster profile

Disasters faced in past	Disasters faced in past 10 years	Current risks	Was the school affected by any disaster?
1. Fire 2.Flood 3.Nargis 4.Tornado	1.Flood 2.Cyclone	1.Cyclone 2.Flood 3.Tornado 4.Strong wind 5.Under the sea level	Yes

9. Other information

Village DMC Committee	School DMC Committee	Travel time from village to school	Road condition
Yes Not active	No	Approximately 15 minutes	Concrete

Have any DRR activities being implemented previously? (Yes, No) If yes, what were the key activities?	Have any activities implemented with MRCS support? (Yes, No) If yes, what are the key activities?	Have any other agency currently working with community/school ? (Yes, No) If yes, what are the key activities?
No	Yes.(Post-Nargis, 2008) 1. Livelihood 2. Shelter	No

	3. WATSAN 4. Hygiene 5. Health Care	

Village – Nyaung Lein Kone

1. Village name Nyaung Lein Kone Taw Ka Ni
2. Village tract name Kyon Dat
3. Township name Dedaye
4. District name Pyapon
5. Number of households 172
6. Population

Male	Female	Total
350	382	732

7. School, students, teachers

No. of students			No. of Teachers			Type of school	School building type	Building construction date
Male	Female	Total	Male	Female	Total			
45	56	101	0	6	6	Post Primary	Brick Nogging	2008

8. Disaster profile

Disasters faced in past	Disasters faced in past 10 years	Current risks	Was the school affected by any disaster?
1.Flood 2.Nargis 3.Tornado	1.Flood 2.Cyclone	1.Cyclone 2.Flood 3.Tornado 4. River embankment broken	Yes

9. Other information

Village DMC Committee	School DMC Committee	Travel time from village to school	Road Condition
Yes Not active	No	Approximately 20 minutes	Earth road

Have any DRR activities being implemented previously? (Yes, No) If yes, what were the key activities?	Have any activities implemented with MRCS support? (Yes, No) If yes, what are the key activities?	Have any other agency currently working with community/school? (Yes, No) If yes, what are the key activities?
No	Yes. (Post-Nargis,2008) 1. Livelihood	No

	2. Shelter 3. WATSAN 4. Hygiene 5. Health Care	

Village – Yae Twin Kone

1. Village name Yae Twin Kone Than Deik
2. Village tract name Kyon Dad
3. Township name Dedaye
4. District name Pyapon
5. Number of households 276
6. Population

Male	Female	Total
660	663	1323

7. School, students, teachers

No. of students			No. of Teachers			Type of school	School building type	Building construction date
Male	Female	Total	Male	Female	Total			
194	154	348	1	12	13	Secondary	Brick and Reinforced Concrete	2009-2010

8. Disaster profile

Disasters faced in past	No. of disasters faced in past 10 years	Current risks	Was the school affected by any disaster?
1.Flood 2.Nargis 3.Tornado	1.Flood 2.Cyclone	1.Cyclone 2.Flood 3.Tornado 4. River bank (near river) erosion	Yes

9. Other information

Village DMC Committee	School DMC Committee	Travel time from village to school	Road condition
Yes Not active	No	Approximately 20 minutes	Earth road

Have any DRR activities being implemented previously? (Yes, No) If yes, what were the key activities?	Have any activities implemented with MRCS support (Yes, No) If yes, what are the key activities?	Have any other agency currently working with community/school? (Yes, No) If yes, what are the key activities?

No	Yes (Post-Nargis, 2008) 1. Livelihood 2. Shelter 3. WATSAN 4. Hygiene 5. Health Care	No

Village – Don Yan Taung Tan

1. Village name Don Yan Thaung Tan
2. Village tract name Kyon Dar Ywar Ma
3. Township name Dedaye
4. District name Pyapon
5. Number of households 535
6. Population

Male	Female	Total
1073	1124	2197

7. School, students, teachers

No. of students			No. of Teachers			Type of school	School building type	Building construction date
Male	Female	Total	Male	Female	Total			
207	206	413	2	17	19	Secondary	Brick, Thatch Roof, Timber Pole	2008-2009, 2011

8. Disaster profile

Disasters faced in past	Disasters faced in past 10 years	Current risks	Was the school affected by any disaster?
1.Flood 2.Nargis 3.Tornado	1.Flood 2.Cyclone	1.Cyclone 2.Flood 3.Tornado	Yes

9. Other information

Village DMC Committee	School DMC Committee	Travel time from village to school	Road Condition
Yes Not active	No	Approximately 15 minutes	Earth road

Have any DRR activities being implemented previously? (Yes, No) If yes, what were the key activities?	Have any activities implemented with MRCS support? (Yes, No) If yes, what are the key activities?	Have any other agency currently working with community/school? (Yes, No) If yes, what are the key activities?
No	Yes. (Post-Nargis, 2008)	No

	1. Livelihood 2. Shelter 3. WATSAN 4. Hygiene 5. Health Care	

Village – Ah Kal Chaung Wa

1. Village name Ah Kal Chaung Wa
2. Village tract name Than De Zee Phyu Kone
3. Township name Dedaye
4. District name Pyapon
5. Number of households 420
6. Population

Male	Female	Total
737	761	1498

7. School, students, teachers

No. of students			No. of Teachers			Type of school	School building type	Building construction date
Male	Female	Total	Male	Female	Total			
414	453	867	2	25	27	High School	Brick	2008-2009

8. Disaster profile

Disasters faced in past	Disasters faced in past 10 years	Current risks	Has the school been affected by any disaster?
1.Flood 2.Nargis 3.Tornado	1. Flood 2. Cyclone	1.Cyclone 2.Flood 3.Tornado	Yes

9. Other information

Village DMC Committee	School DMC Committee	Travel time from village to school	Road Condition
No	No	Approximately 25 minutes	Concrete

Have any DRR activities being implemented previously? (Yes, No) If yes, what were the key activities?	Have any activities implemented with MRCS support ? (Yes, No) If yes, what are the key activities?	Have any other agency currently working with community/school? (Yes, No) If yes, what are the key activities?
No	Yes. (Post-Nargis,2008) 1.Livelihood 2. Shelter	No

	3. WATSAN 4. Hygiene 5. Health Care	

Appendix 2: Community and school selection process

1. Introduction

This note summarizes the community and school selection process for the project, “Enhancing Disaster Safety in Vulnerable Communities and Schools in Myanmar” implemented by Myanmar Red Cross Society with support from American Red Cross and funding from USAID/OFDA.

The project aims to reduce the number of deaths, injuries and impact from disasters by increasing safety and resilience in Dedaye Township and Yangon Downtown (Botahtaung and Kyauktada townships) in Myanmar.

MRCS and ARC staff, along with township Red Cross branches, community members and local authorities identified the project communities and schools. The community selection criteria and process aimed to identify the vulnerable communities and at the same time avoid any potential duplication of coverage (related to geographic area or activities). As explained hereafter, communities with higher frequency or risk to disasters and communities where no other NGOS/INGOs are conducting similar activities have been identified.

As mentioned in the project proposal, disaster risk reduction programming has not been undertaken by other agencies in Yangon. Some of the school buildings have relatively high number of school children and are as well as at risk from multiple hazards.

2. Community and school selection process

The community and school selection process followed a four step process of secondary data collection; joint-analysis of secondary data to short-list communities and schools for assessment visits; conducting assessment visits to the short-listed communities and schools; and finalizing the selected communities and schools based on the assessment visits.

2.1 Collection of secondary data

MRCS project staff developed a template for secondary data collection with support of MRCS Deputy Director, DM and ARC DRR Delegate. The secondary data template was socialized and agreed with Red Cross township branches leader i.e. 2nd in charge (2IC), Grade 2 officer and township education officer (TEO). Secondary data was collected by field officer and other project staff from December 26-28, 2013 from 15 villages in Dedaye township in Ayeyarwaddy region. From January 2, 2014 to January 3, 2014, field officer, with the support of TEO and township general administrative office, collected secondary data from 13 schools in Botahtaung township and 7 schools in Kyauktada township.

2.2 Analysis of secondary data in advocacy and secondary data analysis meeting with 2IC and other officials

MRCS held a meeting on January 17, 2014 with township officials including Red Cross Grade 1 officer, Grade 2 officer, 2ICs, TEOs, township medical officers (TMOs), general administration department officers, school principals, teachers, Red Cross volunteers, project staff and ARC DRR delegate. The objectives of the meeting were to provide the participants a renewed

understanding of the project in their respective township and to ensure they are clear about the selection criteria and process for the project communities and schools. It was also intended that from the original list, participants will shortlist communities and schools for assessment visits during the meeting.

In order to achieve these objectives, a summarized project introduction was presented to the participants and a document was shared for the same. Participants were facilitated in studying the secondary data of communities and schools of their respective township in individual groups. Participants were asked to short-list communities and schools based on the following criteria:

Selection criteria	Remark
Village with more than 1000 households	Preference should be given to such villages
School with more than 400 students	Preference should be given to such schools
Community/school affected by at least 3-5 disasters in past 10 years	Preference should be given to communities and villages who have faced more disasters
Condition of the school building (bad, average, good)	Preference should be given to schools whose building condition is bad/average
School building construction year	Preference should be given to schools whose buildings are older
Time of travel from Township branch to community	Preference should be given to remotely located communities
Road facilities within communities (bad, average, good)	Preference should be given to communities with bad/average road access
Project done by MRCS or other organisation (present and past)	Preference should be given to communities and schools where MRCS is currently not implementing any project

Based on the group work by participants, 8 communities (out of 15) in Dedaye township, 7 schools (out of 13) in Botahtaung and 4 schools (out of 7) in Kyauktada township were selected for assessment visits.

Further, a tentative plan of assessment visits including dates, logistics arrangements was discussed and finalized with the participants.

2.3 Assessment visits

Based on the previous assessment visit templates, project team developed a template to be used during the assessment visits. These templates allowed the staff to capture additional information about visited communities and schools in a standardized manner. In additions to collecting first-hand information about the communities and schools, the assessment visits also allowed project staff to confirm there was acceptance of MRCS and the project by the communities/school authorities as well as they were willing to support and contribute during the project implementation. It also help to ascertain the communities and schools where the project could best meet existing needs and make best use of available resources.

On January 21, 2014, a one-day training was conducted for Red Cross volunteers in each of the three townships on the assessment visit methodology by project coordinator, field officers and ARC DRR delegate. During the assessment visits, field officers led the assessment teams and were supported by deputy director, DM, program coordinator and ARC DRR delegate.

From January 22 to 30, 2014, project team conducted assessment visits in 8 short-listed communities of Dedaye, 7 schools of Botahtaung and 4 schools of Kyauktada townships. During the assessment visits, project team conducted a transect walk as well as met various stakeholders in the communities and schools. Focus group discussions were held with men, women, children and government authorities/technical staff in the communities to collect and discuss specific information. In schools, focus group discussions were done with teachers, school staff, girls and boys.

2.4 Finalization of selected communities and schools

The findings from the assessment visit were discussed and agreed with Red Cross leaders of respective townships and communities and schools were identified. These discussions were held on January 30 and 31, 2014 in Botahtaung and Kyuaktada townships and on February 3, 2014 in Dedaye township.

Based on the discussions, it was agreed to select 3 schools in Botahtaung township and 2 schools in Kyauktada township. The identified schools in Botahtaung are Basic Education High School Number 6 (BEHS-6), BEHS-5, BEHS-1 and in Kyauktada are BEHS and primary school number 2. The total number of students in these schools are 6203 persons (3957 male, 2246 female).

In Dedaye township, the five communities selected are Ta mar Ta Kaw, Nyaung Lein Kone Taw Ka ni, Yae Twin Kone Thandaeik, Don Yan Thaung Tan, Ah Kal Chaung Wa. The five villages have a total population of 7036 people (3439 male and 3597 female). Each of the five communities have a school, which will also benefit from project activities.

The following table gives a snapshot of the process undertaken as well as the names of communities and schools considered during the selection process:

Dedaye township			**Botahtaung township**			**Kyauktatada township**		
Secondary data collected from following communities	***Shortlisted communities based on secondary data***	***Selected communities***	***Secondary data collected from following schools***	***Shortlisted schools based on secondary data***	***Selected schools***	***Secondary data collected from following schools***	***Shortlisted schools based on secondary data***	***Selected schools***
Ta Dar Chaung	Ta Mar Ta Kaw	Ta Mar Ta Kaw	BEHS-1	BEHS-1	BEHS-1	BEHS	BEHS	BEHS
Ah Kal Chaung Wa	Nyaung Lein Kone Taw Ka Ni	Nyaung Lein Kone Taw Ka Ni	BEHS-2	BEHS-3	BEHS-5	Primary-1	Primary-1	Primary-2
Don Yan Thaung Tan	Yae Twin Kone Than Deik	Don Yan Thaung Tan	BEHS-3	BEHS-4	BEHS-6	Primary-2	Primary-2	
Yae Twin kone, Than deik	Don Yan Thaung Tan	Ah Kal Chaung Wa	BEHS-4	BEHS-5		Primary-4	Primary-4	
Toe	Ta Dar Chaung	Yae Twin Kone Than Deik	BEHS-5	BEHS-6		Primary-6		

Kyon Dar Chaung	Kyon Dar Chaung		BEHS-6	Primary-3		Primary-5		
Kyun Nyo Gyi	Toe		Middle-1	Primary-4		Middle-1		
Mayan (west)	Ah Kal Chaung Wa		Middle-2					
Shan kan			Primary-1					
Taw Chike			Primary-2					
Ta Mar Ta Kaw			Primary(3)					
Su Ka Latt			Primary(4)					
Thauk Kyar			Primary(6)					
Kan Seik								

Appendix 3: Sampling Instructions

1. Select one table from the given sampling tables for one village/part of village
2. Check the village map provided, if more than one team is working in the village clearly mark the area before the start of the field. Identify important land mark to differentiate area.
3. Start from one corner of the village (identify corner from the map provided), it's advisable to do a transit walk in the morning with all team member to get familiar with the village geography and marking area.
4. Start from the first household and go the household with first random number (for example if random number is 3, go to the third household from beginning.
5. Count only households (i.e. leave any building where no family live e.g. school, shops, vacant plot, etc.)
6. Follow right hand rule and keep moving to the household as per the numbers in the table till you cover entire geographical area assigned.
7. If there are more than one household in a structure (two or more family living in the same building), select one randomly. (Use coin, chit, dice, etc.)
8. Always interview respondent of assigned gender in the selected household.
9. No eligible respondent HH
    a. If a male/female is selected for the HH but there is no eligible male/female live in the HH, then interview eligible respondent, refer to few cases below.

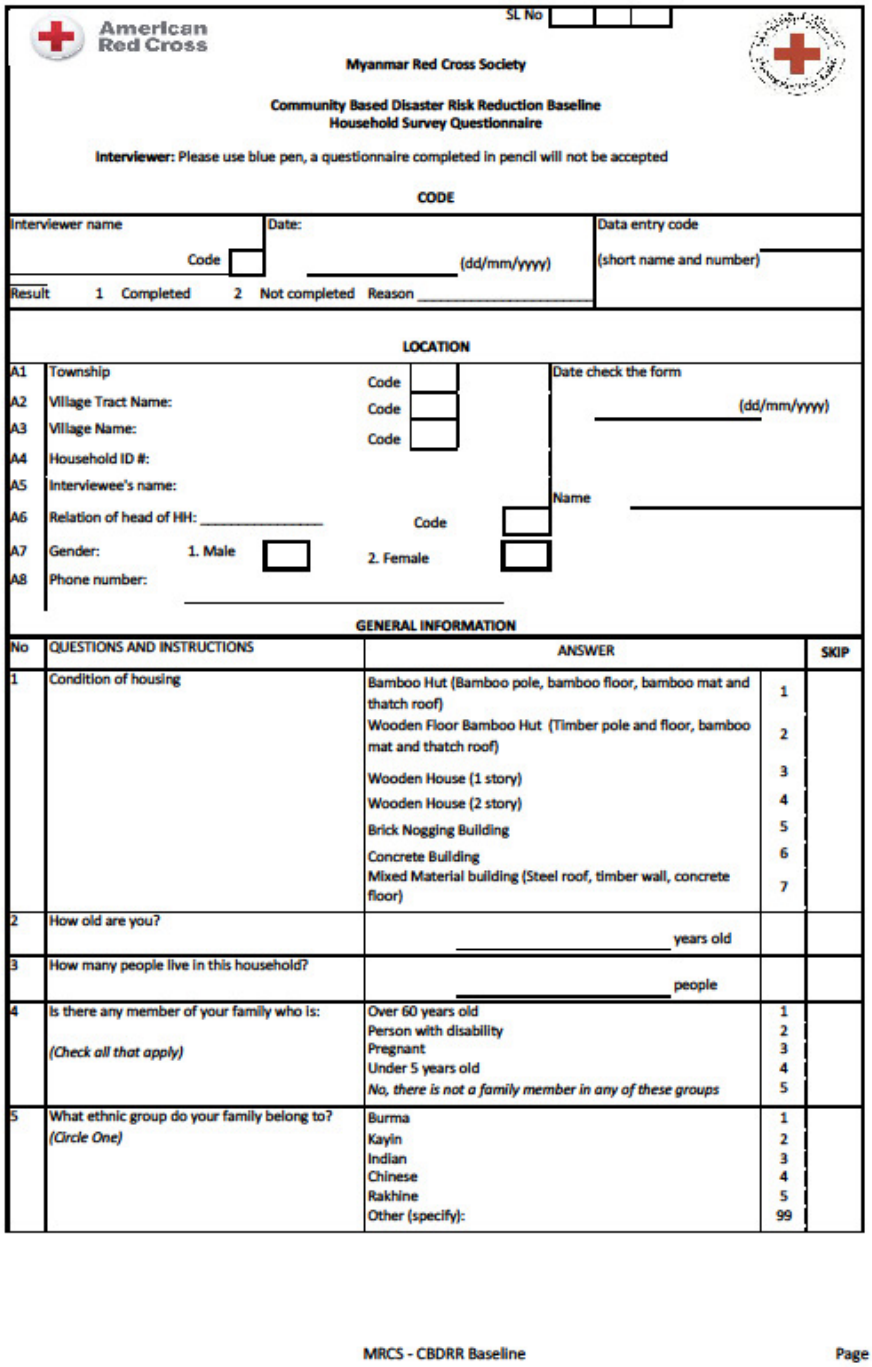
Selected HH no.	Assigned Respondent	Adult Members in the household	Availability of respondent	Action
5	Female	2 Male 1 Female	Available	Interview Available Female respondent
10	Male	1 Male 2 Female	Not available (out for work)	Take appointment and interview male member when available
10	Male	1 Male 2 Female	Male not available (out for work for longer duration[1])	Interview Female respondent
11	Female	2 Male	No Female respondent in HH	As there in no female respondent in the selected household interview a male respondent
14	Male	3 Female	No Male respondent in HH	As there in no male respondent in the selected household interview a female respondent

b. If there is more than one eligible respondent in the household (e.g. 2 male/female), interview head of household, in case he/she is not available interview available respondent.

10. House lock: If the selected house if locked (temporarily, some family is living but out for few days), note the date and time when they will be available (can gather this information from neighbor), No replacement, continue as per the number given in the sheet. If a house is lock for longer duration (vacant, no family is living) doesn't count this house, move to next.
11. Call supervisor if there is any confusion or needed further guidance.

[1] E.g. out for fishing will not return during survey duration

Appendix 4: Survey questionnaire[1]



American Red Cross

SL No

Myanmar Red Cross Society

Community Based Disaster Risk Reduction Baseline
Household Survey Questionnaire

Interviewer: Please use blue pen, a questionnaire completed in pencil will not be accepted

CODE

Interviewer name	Date:	Data entry code
Code	(dd/mm/yyyy)	(short name and number)
Result 1 Completed 2 Not completed Reason		

LOCATION

A1	Township	Code	Date check the form
A2	Village Tract Name:	Code	(dd/mm/yyyy)
A3	Village Name:	Code	
A4	Household ID #:		
A5	Interviewee's name:		Name
A6	Relation of head of HH:	Code	
A7	Gender: 1. Male	2. Female	
A8	Phone number:		

GENERAL INFORMATION

No	QUESTIONS AND INSTRUCTIONS	ANSWER		SKIP
1	Condition of housing	Bamboo Hut (Bamboo pole, bamboo floor, bamboo mat and thatch roof)	1	
		Wooden Floor Bamboo Hut (Timber pole and floor, bamboo mat and thatch roof)	2	
		Wooden House (1 story)	3	
		Wooden House (2 story)	4	
		Brick Nogging Building	5	
		Concrete Building	6	
		Mixed Material building (Steel roof, timber wall, concrete floor)	7	
2	How old are you?	_____ years old		
3	How many people live in this household?	_____ people		
4	Is there any member of your family who is: *(Check all that apply)*	Over 60 years old	1	
		Person with disability	2	
		Pregnant	3	
		Under 5 years old	4	
		No, there is not a family member in any of these groups	5	
5	What ethnic group do your family belong to? *(Circle One)*	Burma	1	
		Kayin	2	
		Indian	3	
		Chinese	4	
		Rakhine	5	
		Other (specify):	99	

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[1] Clink on the image to see full questionnaire in a new pdf file

Appendix 5: Respondent tracking sheet

Completed Interview, Non Response or Refusal Record Sheet								
Community Based DRR Baseline Survey -Myanmar								
Name of village:						Date of visit:		
HH ID	**Name of Head of HH**	**Name of Selected Respondent**	**Address**	**Phone Number**	**Time visited**	**Completed/Reason of Incomplete**	**Date and time when available**	**Remark**

Appendix 6: Field supervision sheet

Checklist for field supervision of survey

Name of Investigator :_____

Date : _____/_____/_____ Village Code : _____

St. No. _____ HH No. : _____Head of HH:_____

Start Time :_____ End time :_____

Start Question No. :_____ End Question No. :_____

Observation

A. Atmosphere

Observe the atmosphere during the interview; the responded is confident, relaxed, privacy maintained, no disturbance, appropriate time of interview, etc.

B. Interview Skill

S. No.	Skills	Rate	Observation
1	Rapport with responded	Good Average Poor	
2	Reading question clearly	Yes/ No	
3	Responded understand what is being asked	Yes/ No	
4	Explaining the question properly	Yes/ No	
5	Making Eye Contact with respondent	Yes/ No	
6	Following instruction	Yes/ No	
8	Following sequence	Yes/ No	
7	Following Skips properly	Yes/ No	
8	Speed of interview	Too Fast Average Too slow	

9	Prompting properly	Yes/ No	
10	Suggesting Answers	Yes/ No	
11	Interviewer himself/herself clear about the question	Yes/ No	
12	Review questionnaire after completion of interview	Yes/ No	

C. Quality

Check following (After interview)

S. No.	**Checks**	**Rate**	**Observation**
1	Selection of Household for interview	Correct Incorrect	
2	Back check few question and check the response: All the questions were correctly coded	 Yes No	
3	The tools is filled properly, all sections are completed	Yes No	

D. d. Remark & Feedback provided

Name and Signature of Observer:_____

Appendix 7: Training agenda

Agenda for Dedaye Baseline Survey, 2014

No.	Date and Time	Duration	Topic	Facilitator	Remark
Day-1: 25-2-2014 (Tuesday)					
1	10:00 – 10:20	20 minutes	Opening Speech	MRCS Townships TMO	Speech
2	10:20 – 10:40	20 minutes	Opening Speech, Objective of baseline Survey	Ranjan Mohnot (Senior Delegate Regional Quality and Learning)/ PC(Transudation)	Speech
3	10:40 – 10:45	5 minutes	Group Photo		
4	10:45 – 10:60	15 minutes	Tea Break		
5	11:00 – 11:15	15 minutes	Introduction	Manish Ashok Tewani (Disaster Risk Reduction Delegate) PC(Transudation)	Presentation
6	11:15 – 12:00	45 minutes	" Objective of the study, Interviewer Sills, Knowledge and Responsibilities, Dos and DONTs, Important of data and Research Ethic"	Daw May Yu Zin (Trainer)	Presentation
7	12:00 – 12:15	15 minutes	Discussion	Daw May Yu Zin (Trainer)	Discussion
8	12:15 –1:00	45 minutes	Lunch Break		
9	1:00 – 2:20	80 minutes	Explanations Questionnaire	Daw May Yu Zin (Trainer)	Presentation
10	2:20-2:30	30 minutes	Discussion	Ranjan Mohnot, Trainer, All participants	Group Work
11	2:30 – 3:00	30 minutes	Tea Break		
12	3:00 – 4:45	45 minutes	Interviewer skills, Knowledge and Responsibilities, Dos and DONTs, Important of data and Research Ethic	Ranjan Mohnot (Senior Delegate Regional Quality and Learning)/ PC(Transudation), Daw May Yu Zin (Trainer)	Discussion
13	4:45 – 5:00	15 minutes	Wrap up and plan for the next day	Ranjan Mohnot (Senior Delegate Regional Quality and Learning)/ PC(Transudation), Daw May Yu Zin (Trainer)	Group Work
Day-2: 26-2-2014 (Wednesday)					
1	9:00 – 1:30	3hrs & 30 minutes	Field Practice (Pilot Testing) ⟷		
	1:30 – 2:30	60 minutes	Lunch Break		

2					
3	2:30 – 3:30	60 minutes	Feedback on field work, challenges	U Aung Aung (Trainer)	Discussion
4	3:30 – 4:00	30 minutes	Tea Break		
5	4:00 – 5:00	60 minutes	Revisiting Questionnaire and correction based on field work	Daw May Yu Zin (Trainer)	Discussion
Day-3: 27-2-2014 (Thursday)					
1	9:00 – 10:00	60 minutes	-How to selected House Hold -what is the house	Ranjan Mohnot (Senior Delegate Regional Quality and Learning) /PC(Transudation)	Presentation
2	10:00 – 10:30	30 minutes	Tea Break		
3	10:30 – 11:30	60 minutes	How to manage the house hold area (selection of household) Whom to interview (selection of respondent)	Ranjan Mohnot (Senior Delegate Regional Quality and Learning) /PC(Transudation)	Presentation
4	11:30 – 12:30	60 minutes	Group Work Preparation of village map and assigning structure (No. HH) Randomly Mark nonuse (Right/Left + and Rule), Select Radom Number	Ranjan Mohnot (Senior Delegate Regional Quality and Learning) /PC(Transudation)	Presentation
5	12:30 – 1:30	30 minutes	**Lunch**		
6	1:30 – 2: 00	60 minutes	Presentation of Group work	Participants	Presentation
7	2:00 – 3:00	60 minutes	Mock Survey	Participants	
8	3:00 - 3:15	30 minutes	Tea Break		
9	3:15 – 4:00	45 Minutes	Wrap of training, Logistics for fieldwork	Ranjan Mohnot (Senior Delegate Regional Quality and Learning) /PC(Transudation)	

Supervisor training

1	4:00-5:30	90 minutes	Field Supervision, Data Quality and planning for field work	Ranjan Mohnot	Presentation

Appendix 8: Roles and Responsibilities of the Supervision Team

Develop thorough understanding of each of the survey tools by participating in the training organized.

1. Understand the internal consistency checks within each of the survey tool.
2. Guide investigators on sampling of household and respondent, randomly check the sampling performed and take corrective measures
3. Observe the data collection work in the field by the investigators and undertake back checks of the filled in questionnaire on random basis
4. Observe interview and fill up the survey supervision tool (observe at least two interview for each interviewer).
5. Checks unedited and edited filled in questionnaires for any internal consistency on random basis
6. Check respondent tracking sheet, review non response and make plan for follow up visits.
7. Inform ARC/MRCS about their observations in the field

Training for supervisors covered the following responsibilities and topics:

1. Reading the village map and conducting a transect walk
2. Allocation of geographical areas by teams
3. Commencing the survey, such as selection of random numbering and sampling interval.
4. Assigning interviewers to conduct interviews at randomly selected households
5. Spot checking survey interviewers and interviews
6. Performing as an interviewer when necessary to complete the required number of interviews and save on time.
7. Managing interviewer team, such as meeting points and adherence to timelines.
8. Reviewing on progress throughout the day and planning time accordingly.
9. Keeping check on call backs when respondents are unavailable during time of visit.
10. Reviewing complete questionnaires and revisiting households as needed.
11. Motivating interviewer team, as well as caring for their overall safety and security.

Appendix 9: Field Plan for Data Collection

Sr. No.	Name of village	Household	Sample	28th Feb	1st Mar	2nd Mar
1	Ta Mar Ta kaw	325	43			A, B
2	Nyaung Lein kone Taw Ka Ni	172	23		A	
3	Yae Twin Kone Than Deik	276	37	A, B		
4	Don Yan Thaung Tan	535	71		B,C,D,E	
5	Ah Kal Chaung Wa	420	56	C, D, E		
	Total	1728	230			

Five teams A, B, C, D and E, each comprising of two volunteers each were formed to conduct the survey.

Appendix 10: List of interviewers and supervisors

List of interviewers

Sr. No.	Name	Designation	Gender
1	U Aung Moe	Community mobilizer	Male
2	Daw War War Win	MRCS volunteer	Female
3	U Than Htike Soe	Community mobilizer	Male
4	Daw Yin May Thant	MRCS volunteer	Female
5	U Myo Min Tun	Community mobilizer	Male
6	Daw Thaw Thaw Soe	MRCS volunteer	Female
7	U Phyo Nyi Nyi	MRCS volunteer	Male
8	Daw Pwint Phyu Phway	Community mobilizer	Female
9	U Aung Zaw Oo	MRCS volunteer	Male
10	Daw Khin Moh Moh Lwin	Community mobilizer	Female

List of supervisors

Sr. No.	Name	Designation	Gender
1	U Nay Win Aung	Second in-charge of MRCS Dedaye township branch (2IC)	Male
2	Daw Nilar Maw	MRCS program coordinator	Female
3	Daw May Yu	Consultant	Female
4	U Aung Aung	Consultant	Female
5	U Naung Naung Tun	MRCS field officer	Male
6	Daw Htay Htay Naing	MRCS field officer	Female
7	U Min Ko Ko Oo	MRCS program assistant	Male

Appendix 11: Local consultant TOR

Terms of Reference for a Consultant for Baseline Data Collection (Baseline Consultant)
'Enhancing disaster safety in vulnerable communities and schools in Myanmar'

1. Background

Myanmar Red Cross Society (MRCS) is implementing a project entitled 'Enhancing Disaster Safety in Vulnerable Communities and Schools in Myanmar'. The project is supported by American Red Cross and USAID/OFDA. As a part of the project implementation plan as well as of the project agreement with OFDA, a baseline and end line data report is to be submitted to USAID/OFDA.

It is proposed that MRCS hires a baseline consultant/consultancy firm to provide technical support to baseline data collection process. The intended baseline consultant/consultancy firm will work with one or two colleagues to provide support to MRCS project team working on this project.

ARC Senior Delegate, Quality and Learning will provide overall technical guidance and will work closely with the project team and baseline consultant/consultancy firm to successfully complete the baseline data collection.

This document details the terms of reference for the baseline consultant and would be key in enlisting services of a consultant.

2. Purpose of hiring a baseline consultant

Given the importance of the baseline data to the overall project as well as agreement with USAID/OFDA it is vital to carry out the baseline data collection effectively. Project staff working on the DRR project are relatively new in their current roles as well as require technical support to carry out the baseline data collection. The Monitoring and Evaluation Officer position in the project is currently vacant and having a qualified consultant to give technical support to this process would add significant value to the baseline data collection process.

3. Objectives of the baseline consultant

The objective of this consultancy is to provide training and data management support in the local language.

4. Scope of Work:

The consultant will be responsible for the following aspects of the survey:

1. Questionnaire
   - Verifying translation and pilot as part of training

2. Training & Data collection
   - Training of MRCS staff on data collection and survey methods in Myanmar language
   - Conduct and oversight of data collection for quality control

3. Data entry
   - Development of data entry software and data entry protocols
   - Development of quality control measures

4. Data analysis
   - Data cleaning and analysis
   - Calculation and use of sampling weights (as needed)
   - Use of appropriate variance estimation technique given sample design

5. Expected deliverables from the consultancy

- Conduct a three-day training in Dedaye township on baseline data collection/survey for around 10-15 participants
- Effective supervision of the data collection process leading to good quality baseline data.
- A brief baseline report (10-15 pages) of the assignment in English and Myanmar in the format provided by MRCS/ARC.

6. Proposed duration of the consultancy

It is estimated that the total time of this consultancy would be 16 days. A detailed plan will be developed with the selected consultant and the duration may be modified to fit in the project needs and budget. Broadly the consultancy would involve two days of preparation, three days of training, three days of data collection, five days of data entry/cleaning as well as three days for report writing.

7. Sampling Method

Sample Size: Values of key sample size calculation variables

KEY INDICATOR	None chosen
SIGNIFICANCE LEVEL	95%
POWER	80%
ESTIMATED BASELINE VALUE OF KEY INDICATOR	45%
EXPECTED FUTURE VALUE OF KEY INDICATOR AT ENDLINE	60%
ONE OR TWO-TAILED TEST?	One

An unadjusted sample size was estimated at 134. A design effect of 1.5 was applied, as well as a nonresponse adjustment of 15% with population of approx. 7000. The adjusted sample size was 230 households. The sample size was calculated to control for precision at the population level, not at the community level.

Selection of respondents

Within each selected locality:

1. Start from one corner of village, choose a random number between 1-7 (sampling interval is 7.5, refer to annex 1), and select that HH for first interview.

2. If the selected number is even interview a random male adult in the household, if the number is odd interview random female member of the HH.
3. Select successive HH by adding 7 to the previous HH number and interview eligible respondent male or female based on the even or odd number.
4. Complete the survey until we reach targeted sample size for each village.
5. As the non-response is included sample size, replacement is not allowed.

8. Timeline

The following timeline have been prepared by MRCS project team with support of ARC delegates (DRR Delegate and Quality and Learning Delegate). The timeline would be further refined in the coming days with the identified consultant to ensure it meets the field reality and requirements.

1.	Planning and preparation 1-2 days	February 23-24, 2014
2.	Baseline data collection training – 3 days One day classroom training in Dedaye township followed by two days of baseline data collection field practice at a nearby community of project villages. The field practice will include receiving feedback on the data collection process and revising it as needed for the actual data collection exercise. Total number of participants would be around 16 persons. 05 community mobilizers, 05 community volunteers, 1 2IC, 1 Field Officer, 1 Program Coordinator, 1 Project Assistant, 2 ARC Delegates and 1 Deputy Director, DM Division. It would led by the baseline consultant and his colleague.	February 25-27, 2014
3.	The actual data collection in the villages will be for 3-5 days depending on the logistics and team-divisions. This would be worked out in detail in the coming week. One/two colleagues of the baseline consultant will provide hands on support to the data collection team to ensure good quality data is collected.	February 27-March 03, 2014
4.	Data cleaning, data entry and analysis will take 5 days. This would done individually or by a data entry team of the baseline consultant.	March 03-March 07, 2014
5.	Data analysis and writing report will take 3-4 days resulting in a baseline data report. The report template will be given by MRCS and ARC to the baseline consultant. The report will be edited and refined by ARC Quality and Learning Delegate to be then shared with USAID/OFDA.	March 10-March 13, 2014

9. Proposed Budget

The proposed budget for this consultancy is estimated to be USD 2500-3000. The expenses would be charged to the budget line-item of 'Baseline and End line survey' of the project supported by American Red Cross and OFDA. ARC DRR Delegate would also share the travel cost thereby contributing to the exercise of baseline data collection.

10. Role of MRCS staff/volunteers and ARC delegates

MRCS project staff and volunteers will play a key role in the baseline data collection. Working with a set of technical specialists including the baseline consultant and ARC Quality and Learning Delegate will increase their capacity in questionnaire design, sampling methods, data entry and importantly data analysis and use of the analysis in their day-to-day work.

- The tools required for the training such as baseline survey design, questionnaire, sample size, etc. and other technical details will be provided by ARC Quality and learning Delegate. The tools will be finalized by discussing jointly with MRCS.
- Translation of the baseline survey questionnaire will be done by MRCS project staff.
- Data collection in the communities will be done MRCS community mobilizer as well as community volunteers with the direct leadership of Dedaye 2IC and with support of Field Officer and Program Coordinator.
- Logistics arrangements in the villages as well as coordination with the community leaders and authorities for the baseline data collection will done by MRCS field officer for Dedaye township.

Appendix 12: Data Analysis Plan

Data Analysis Plan
The following data analysis plan for the Myanmar Community Based Disaster Risk Reduction baseline is structured around the proposed reporting format. The data analysis plan, where relevant, indicates which components of the logframe are addressed.

Response rates
The response rate will be calculated using the number of completed interviews out of the total sample size.
If the non-response rate is greater than 20%, then weighting for non-response will be conducted in the analysis.

$$RR = \frac{\text{\# completed interviews}}{\text{Total sample size}} \times 100\%$$

Demographics of sample
Respondent and household demographics will be presented for each sample disaggregated by village. The table below illustrates the information used to describe the sample:

Topics	Questions	Statistics
Sex, Housing condition, Age, Number family members and characteristics, ethnicity, religious groups, education level, and occupation	1-8	Frequencies Mean for age, # family members

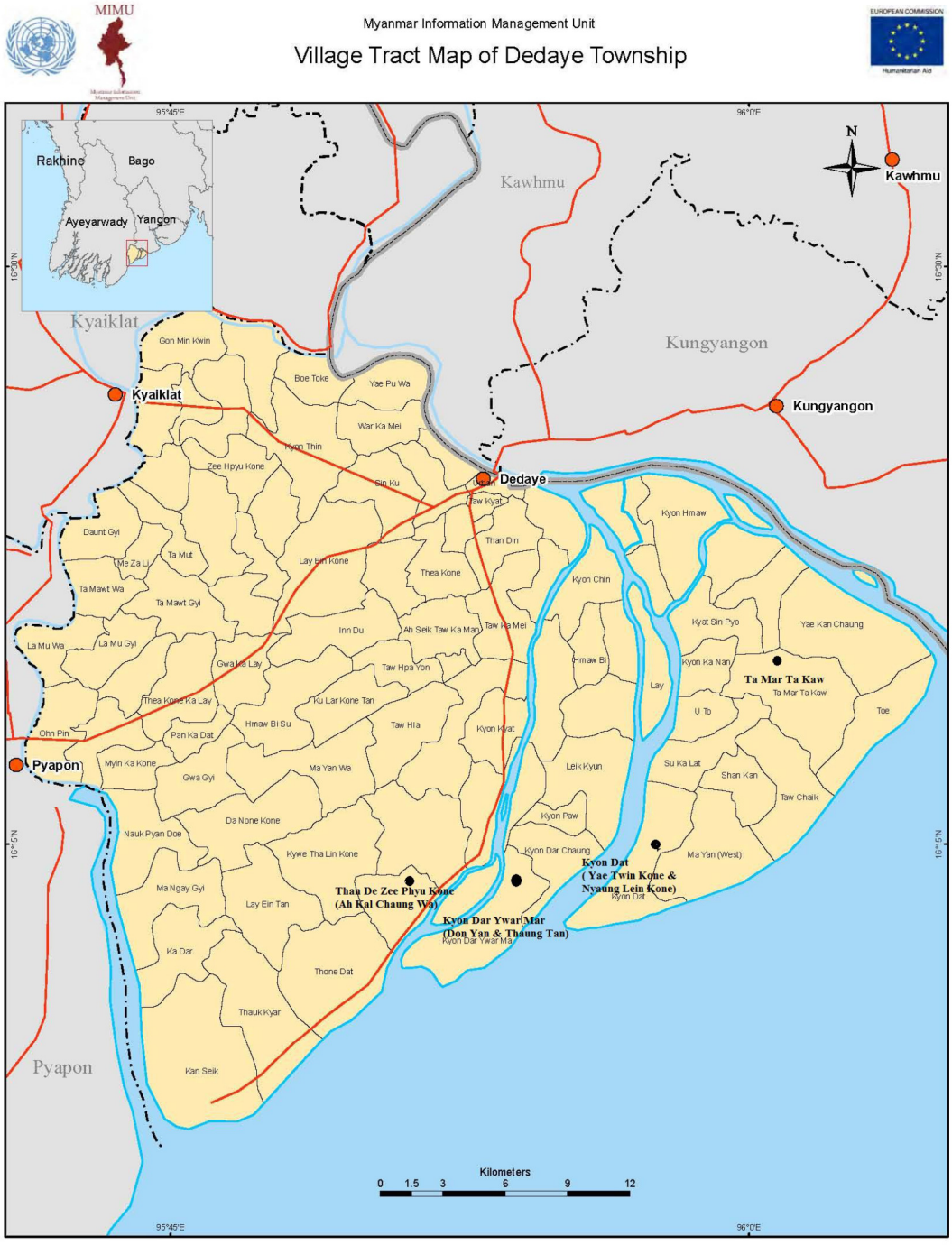
Disaster Risk Reduction: Knowledge, Attitudes, and Practices

Topics	Project Logframe link/indicator	Questions	Statistics
Knowledge and Attitudes			
Knowledge of past disasters and vulnerability, HH level		9-10	Frequency
Knowledge of disaster preparedness-early warning	Outcome 1.4; indicator 1- Percentage of community members who received at least one early warning message from at least one source prior to a disaster occurring.	12-13	Frequency
Attitudes towards disasters, HH level		14-15	Frequency
Disaster Preparedness Actions			

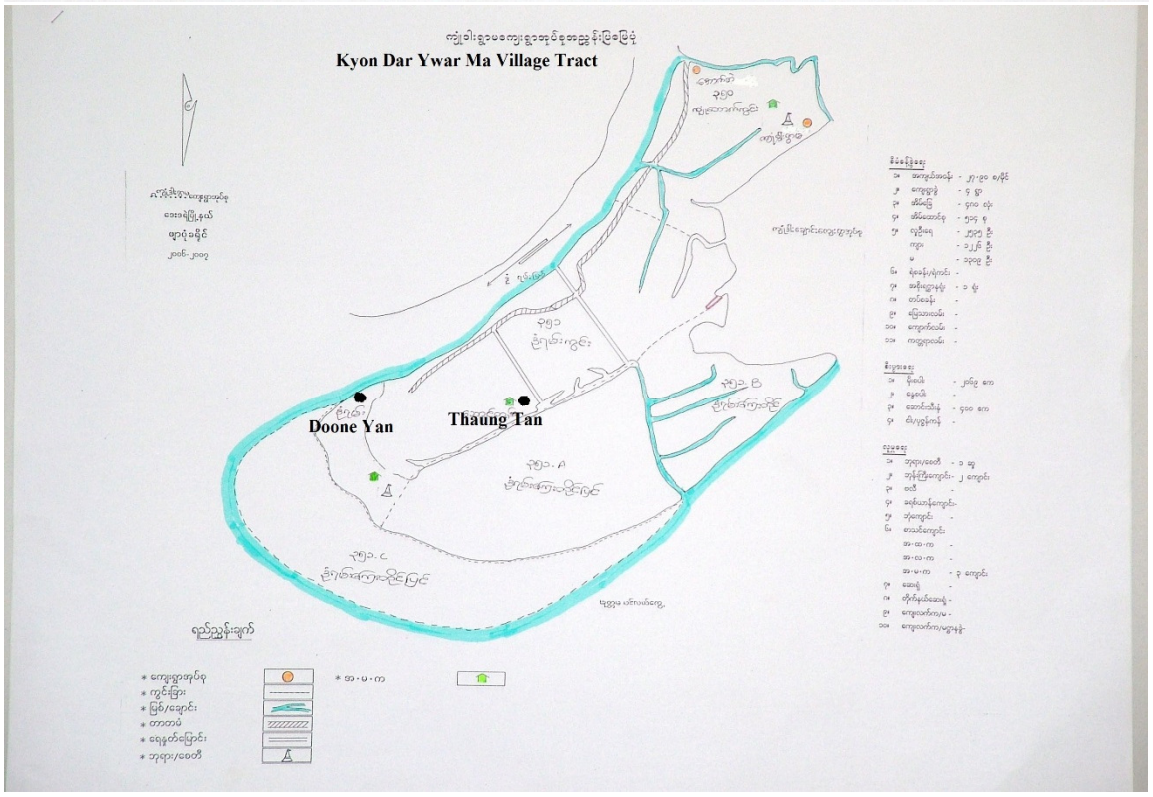
Disaster preparedness actions		15 – 17, 20-21, 33-34	Frequency
Post-disaster actions		18	Frequency
Community Preparedness Planning and Activities			
Community organization		22 – 23	Frequency
Community planning	Outcome 1.4; output 1.4.9, 1.4.10	24 – 29	Frequency
Environmental protection		30-32	Frequency
Community training	Outcome 1.4; output 1.4.12	36-41 42-44, 45, 46	Frequency
Red Cross awareness and communication		47, 48	Frequency

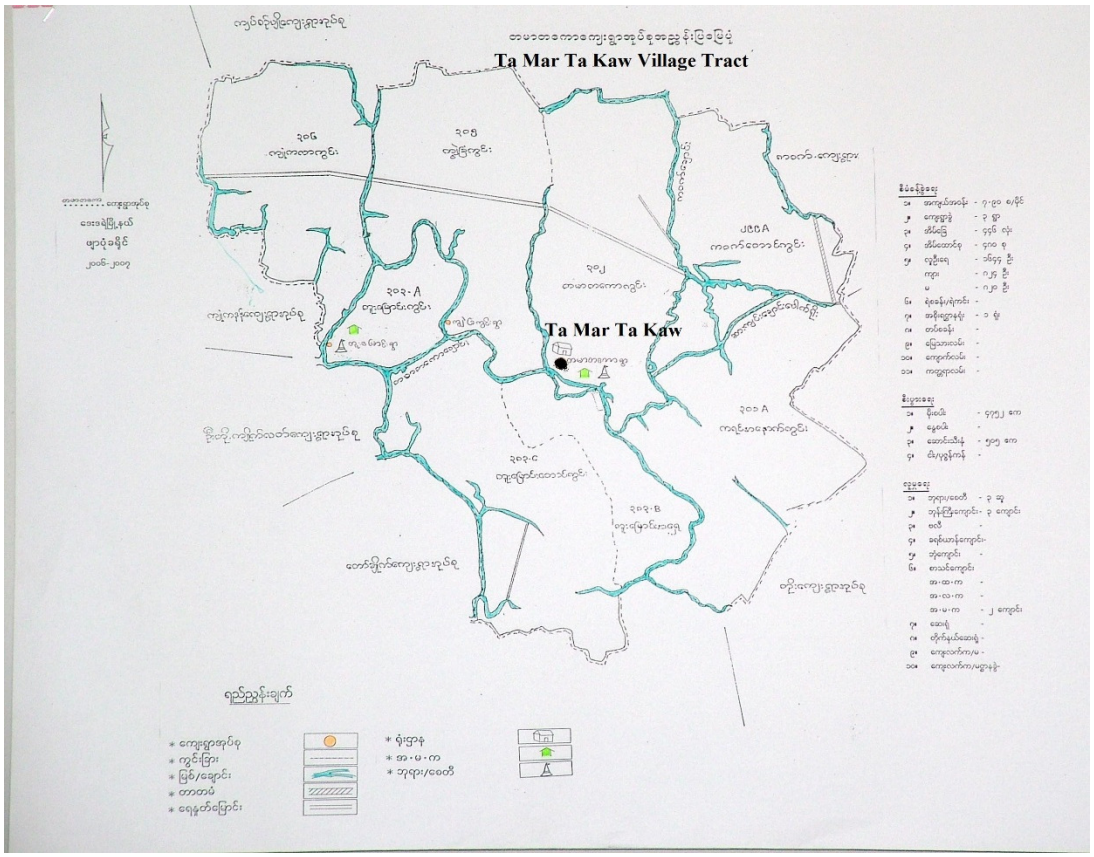
*Note: Questions 11 and 36 do not exist; this was adjusted during training.

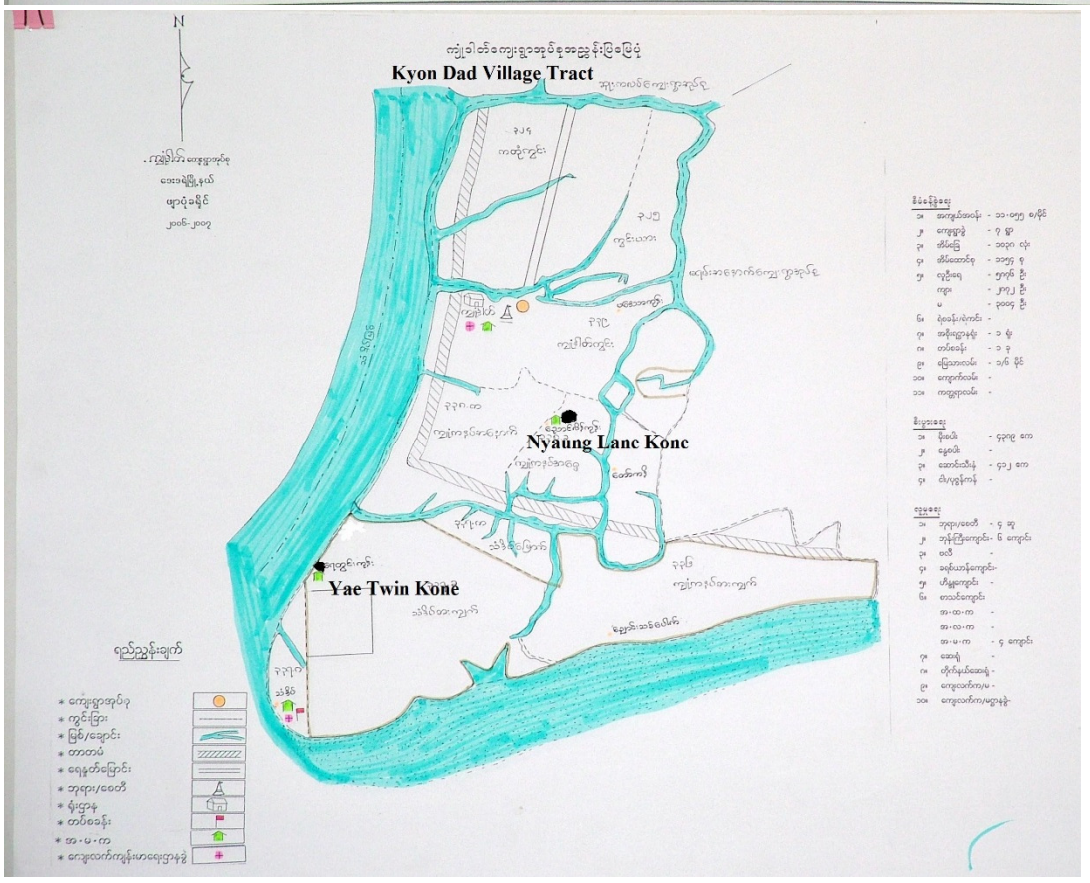
Appendix 13: Village Maps




Than De Zee Phyu Kone Village Tract
Ah Cal
Chaung Wa


Kyon Dar Ywar Ma Village Tract
Doone Yan
Thaung Tan


Ta Mar Ta Kaw Village Tract
Ta Mar Ta Kaw


Kyon Dad Village Tract
Nyaung Lanc Konc
Yae Twin Konê

Appendix 14: Project Logical Framework

Project Time Period: July 11, 2013 to January 10, 2015 (18 months)

Goal: To reduce the number of deaths, injuries and impact from disasters by increasing safety and resilience in **10** public schools and
5 communities in Myanmar.

Outcome	Output	Key Activities	Outcome-level Indicators
Objective 1: To build the internal capacity of the MRCS (at national and branch levels) to ensure the efficient delivery of disaster response**,** preparedness programs **and to design and conduct disaster risk reduction education.**			
1.1 Emergency operation center (EOC) established to coordinate future emergency response operations.	1.1.1 Standard Operating Procedures (SOP) developed for EOC. 1.1.2 At least 2 desktop simulations conducted based on SOP. 1.1.3 2 coordination meetings held to strengthen linkages, information sharing and reporting within MRCS (branch and headquarters) and with external government agencies.	• Set up SOP for EOC. • Organize desktop simulation exercise based on the SOP. • Hold coordination meetings to strengthen linkages and customized information sharing and reporting within MRCS (branch to headquarters) and between MRCS and key governmental agencies such as the DMH.	• Functional[2] EOC established.
1.2 Enhanced DM capacity of MRCS at headquarters and branch levels.	1.2.1 3 Branch Capacity Assessments conducted as per IFRC tools and guidelines. 1.2.2 3 Branch Development Plans prepared.	• Conduct Branch Capacity Assessments as per IFRC tools and guidelines. • Develop plans for branch development. • Implement Branch Capacity	• Increased capacity of MRCS branches (qualitatively measured between baseline and endline based on initial

[2] Functional EOC to be defined based on assessment.

Outcome	Output	Key Activities	Outcome-level Indicators
	1.2.3 3 Branch Development Plans implemented. 1.2.4 30 RCVs trained on project management. 1.2.5 30 RCVs provided with insurance coverage. 1.2.6 60 MRCS branch volunteers and staff trained on income generation/fundraising. 1.2.7 Amount of funds contributed to MRCS as seed money for income fundraising schemes at headquarters and branch levels. 1.2.8 20 MRCS staff/volunteers are trained in planning monitoring evaluation and reporting (PMER) to implement quality projects. 1.2.9 3 trainings conducted on Emergency Response Teams (ERT). 1.2.10 60 people trained on emergency response. 1.2.11 3 branches received ERT kits.	Development Plans in line with development survey in coordination with IFRC. • Support in improving MRCS volunteer roster/database. • Provide insurance coverage to RCVs participating in activities organized by MRCS in this project. • Conduct project management training for 30 RCVs. • 3-day training on income generation and fundraising for selected MRCS branches. • Partial contribution to implement MRCS branch's income fundraising schemes. • Monitoring and evaluation capacity building of MRCS staff/volunteers. • Conduct ERT trainings for targeted townships. • Provide ERT kits to targeted branches.	assessment). • Percentage of people trained who retain skills and knowledge after two months.
1.3 MRCS's key DRR components (EWAS, SBDRR and CBDRR) are harmonized and better coordinated through active participation and	1.3.1 At least 5 case studies developed to document and share best practices for EWEA and SBDRR activities 1.3.2 5 quarterly reviews/reflection meetings conducted to share learning and knowledge. 1.3.3 Lessons leaned workshop	• Active participation in developing harmonized CBDRR framework and materials in collaboration with Red Cross partners, IFRC and other relevant external stakeholders • Collect case studies from selected communities and schools. • Sharing DRR program experiences (in	

Outcome	Output	Key Activities	Outcome-level Indicators
sharing with key DRR actors.	conducted to share program leaning with other key stakeholders in Myanmar.	alignment with the consortia approach from the Nepal Risk Reduction Consortia's Flagship 4 and 9 - Characteristics of a Resilient Community). • Improve networking and collaboration with key DRR agencies (DMH, MES, etc.) and National DRR Working Group. • Hold lessons learned workshop. • Documentation of DRR best practices on EWEA and SBDRR. • Monitoring and evaluation of the program (through field visits, quarterly review meetings, internal mid-term review).	
1.4 Established and strengthened community-based EWEA system with linkages to the national early warning system.	1.4.1 Training manual developed for community-based EWEA. 1.4.2 Communication system established between EOC and targeted branches. 1.4.3 5 communities and 5 schools identified and selected as vulnerable communities. 1.4.4 5 sensitization/orientation meetings conducted in targeted villages (one in each village). 1.4.5 5 VDMCs formed (one in each community). 1.4.6 25 VDMC members trained on First Aid (5 in each village).	• Advocacy and coordination meeting with DMH, RRD and other relevant agencies. • Develop and adopt manuals and IEC materials on EWEA in MRCS context. • Install reliable communications equipment at EOC and MRCS branches (state/division and township) and in targeted villages/ communities. • Organize/participate in coordination meetings (at state/division and township levels) with local authority and other key agencies involved in DM and early warning. • Establish a focal point at MRCS branch (state/division and township levels) for early warning system.	• Percentage of community members who received at least one early warning message from at least one source prior to a disaster occurring. • Percentage of people trained who retain skills and knowledge after two months.

Outcome	Output	Key Activities	Outcome-level Indicators
	1.4.7 25 VDMC members trained on basic DM and LSAR. 1.4.8 5 VCAs conducted (one in each targeted village). 1.4.9 5 community disaster plans developed. 1.4.10 Establish disaster emergency funds in targeted villages (target 5). 1.4.11 5 emergency kits distributed in village (one in each village). 1.4.12 10 community drills organized in targeted villages (2 in each village). 1.4.13 Early warning system in targeted community is in place for all major hazards with appropriate outreach to communities (Y/N).	• Identify and select vulnerable communities and schools based on selection criteria. • Organize program sensitization/ orientation meeting in targeted communities. • Form VDMCs. • Select community volunteers and form sub-teams based on selection criteria. • Conduct trainings for selected community volunteers on basic DM, LSAR, and early warning. • Conduct first aid training. • Conduct VCAs. • Develop village/community disaster preparedness plans. • Maintain volunteers (RCV and community volunteers) roster database for effective mobilizations in disseminating early warning messages. • Support community in establishing disaster emergency fund. • Provide basic emergency kits to the communities. • Organize community drills/simulations. • Conduct community awareness activities. • Develop sustainability plan for EWEA.	
1.5 90% of targeted public schools	1.5.1 Prepare school disaster safety manual.	• Review, adapt and produce school disaster safety manual and IEC	• Percentage of schools and

Outcome	Output	Key Activities	Outcome-level Indicators
and communities have improved disaster safety.	1.5.2 Updated SBDRR training curriculum available. 1.5.3 4 coordination and advocacy meetings conducted with education department and other stakeholders. 1.5.4 At least 30 teachers trained in SBDRR curriculum (SBDRR TOT). 1.5.5 2 TOTs conducted in SBDRR. 1.5.6 10 orientation events on SBDRR conducted in targeted schools. 1.5.7 Each targeted school has 1 functioning SDSC in place. 1.5.8 50 SDSC members trained in first aid (5 per school). 1.5.9 50 SDSC members trained on DM and LSAR. 1.5.10 10 school disaster safety sub-teams formed. 1.5.11 40 RCVs trained in LSAR at township level. 1.5.12 10 VCAs conducted (one in each targeted school). 1.5.13 10 SDSPs developed (one in each targeted school). 1.5.14 10 non-structural mitigation activities completed (one in each targeted school). 1.5.15 15 basic emergency kits distributed to schools and	materials. • Identify and select priority schools based on assessment findings. • SBDRR coordination and advocacy meetings held with the Regional Education Department. • Update SBDDR training curriculum. • Organize SBDRR TOT. • Orientation of teachers, students and other relevant stakeholders (parent teachers associations, school board of trustees, etc.) on SBDRR. • Formation of SDSCs. • Formation of school disaster safety sub-teams (on early warning, evacuation, first aid, LSAR, etc.) • Organize training (basic DM, first aid, LSAR) for disaster safety sub-teams). • Township level LSAR training for selected SDSC members. • Carry out hazard analysis and VCA for targeted schools and surrounding neighborhoods, and share the findings. • Develop and disseminate SDSPs. • Conducting mock drills to test SDSPs. • Revise and update SDSPs based on mock drill findings or past disasters. • Support schools to implement non-structural mitigation activities in coordination with specialized agencies • Provide basic emergency kits.	communities that are 'Ready to Respond' [defined as those schools/communities with a disaster response plan in place **and** who have benefited from DP and LSAR training for teachers/community volunteers, DP training for students, received emergency kits **and** conducted a drill].

Outcome	Output	Key Activities	Outcome-level Indicators
	communities. 1.5.16 30 awareness activities conducted in targeted schools. 1.5.17 20 drills conducted in schools and communities. 1.5.18 Number of DRR-related programs established within educational institutions.	• Conduct awareness activities in targeted schools.	